



Texas Association for Bilingual Education

eNewsletter

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TABE Conference
October 18-22, 2016
Galveston, Texas



TABE Mission Statement

Through a balanced program of research, professional development, and public education, TABE pursues the implementation of educational policies and effective bilingual-bicultural programs that promote equal educational opportunities and academic excellence for bilingual/ESL students. TABE firmly believes that only enrichment (additive) forms of bilingual education ensure that bilingual/ESL students are successful academically and develop age-appropriate English proficiency. To this end, TABE fully endorses and promotes the implementation of research based one way/two way dual language programs and maintenance (late-exit) bilingual programs. In keeping with this fundamental mission, TABE is committed to the following guiding principles:

- To serve as a professional association for persons interested in the education of bilingual learners as limited by Article II Section B. Bilingual learners are defined as students who possess a native language other than English, regardless of instructional settings.
- To serve exclusively for educational and charitable endeavors, including the distribution of funds to organizations which qualify as exempt organizations under section 501 c (3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- To review and analyze the state of bilingual/bicultural education in Texas schools and exchange ideas and practices for more effective implementation as limited by Article II Section B.
- To study legislation at the state and national levels affecting the educational needs of linguistically and culturally diverse children as limited by Article II Section B, and
- To disseminate research, ideas, practices and information with policy-making bodies, such as the Texas Legislature, the State Board of Education, the Texas Education Agency, the United States Congress, and the United States Department of Education as limited by Article II Section B.



Texas Association for Bilingual Education

President's Message



President
María Arreguín-Anderson
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**María Guadalupe
Arreguín- Anderson
TABE President**

Dear TABE Members,

La Asociación para la Educación Bilingüe de Texas se encuentra en constante dinamismo. Todos nuestros esfuerzos y energía se enfocan en cumplir la misión que se nos ha confiado y la cual llevamos a cabo con enorme compromiso y conscientes de la necesidad de permanecer siempre fieles a los principios que guían a nuestra asociación. Uno de estos principios se centra en la necesidad de analizar la situación de la educación bilingüe/bicultural en Texas con el fin de intercambiar ideas para una implementación más efectiva. Creemos que la fuerza de un programa bilingüe está en las oportunidades que éste brinda para obtener una educación de calidad.

Con lo anterior en mente, nos enfocamos en la planeación de la conferencia anual de TABE. Nuestra conferencia anual incluirá un instituto que presentará ideas para el desarrollo de la lectoescritura bilingüe además de un discurso sobre la flexibilidad lingüística de los estudiantes bilingües. En la mesa directiva de TABE creemos en la importancia de generar conversaciones que nos lleven a una solución conjunta de los retos que enfrentamos en el aula tomando en cuenta la naturaleza bilingüe de los educandos que aprenden a leer y escribir en dos idiomas. Al mismo tiempo, y por medio de las diferentes sesiones que se incluirán en la conferencia tenemos como meta propagar una pedagogía enriquecedora que valore la herencia cultural en nuestras comunidades. Esto implica un entendimiento del lenguaje como un concepto dinámico y tan cambiante como el contexto donde se genera.

A la par con la preparación de la conferencia anual, nuestra representante de BESO (organización de futuros maestros bilingües), Michelle Cavazos se ha abocado a la tarea de planear un instituto de liderazgo que involucre a los futuros maestros en pláticas respecto a su papel como líderes innovadores y pioneros en la enseñanza. Eventos como estos renuevan nuestra visión y nos fortalecen. Como mesa directiva, invitamos a docentes, futuros maestros, investigadores, administradores, y público en general a sumarse a estas iniciativas.

We believe that active participation is the only way to make a difference. We look forward to hearing from our members as we continue taking steps to advocate for bilingual learners in Texas.

Respectfully,

Dr. María Guadalupe Arreguín-Anderson



Información para Familias

Divirtiéndonos con matemáticas

Zulmaris Díaz

University of Texas Rio Grande Valley
Para la mayoría de los niños, como padres somos los primeros y más importantes maestros. Aunque en ocasiones no nos sentimos capacitados para tomar parte activa en la educación de nuestros hijos, si podemos influenciar significativamente en su aprendizaje. Muchas veces no nos damos cuenta que nuestras actividades e interacciones diarias ayudan al desarrollo de conocimientos y destrezas necesarias para el éxito académico. Por ejemplo, los juegos son una actividad importantísima en el desarrollo de los niños. Por medio de los juegos podemos promover la creatividad, el pensamiento crítico, al igual que la práctica y el dominio de conceptos académicos de una manera divertida y poco intimidante (Díaz, 2008; Ke & Grabowski, 2007). En este artículo se presentaran dos juegos como método para la práctica y aplicación de conceptos matemáticos.

¿Qué juegos se pueden utilizar para promover conceptos matemáticos?

Dos conceptos matemáticos que los niños estudian en la escuela, son los números y operaciones. Aunque los niños entran a la escuela con un entendimiento de los números (Fuson, Grandau, & Sugiyama, 2001) es necesario desarrollar el concepto numérico ya que este es la base de las matemáticas. Por medio del juego *¿Quién es más grande?* los estudiantes tienen la oportunidad de practicar el concepto de mayor y menor.

Juego: ¿Cual es más grande?

Materiales: Hacer 30 tarjetas (3 de cada numeral del 0 al 9)

¿Cómo jugar?: Barajar las tarjetas y amontonarlas boca abajo. Cada jugador toma 2 tarjetas del grupo de tarjetas y

trata de formar el número más grande posible utilizando ambas tarjetas. El jugador que forma el número más grande se gana todas las tarjetas que se utilizaron en esa ronda. Se continúa jugando hasta que las tarjetas amontonadas boca abajo se acaben. El ganador es el jugador que ha ganado más tarjetas.

Preguntas para hacer durante el juego:

¿Por qué es mayor este número?

¿Por qué es menor este número?

¿Qué número formo si cambio el orden de mis tarjetas?

Si cambiamos el orden de las tarjetas que hemos puesto en la mesa ¿Quién ganaría entonces?

Modificaciones:

1. En lugar de dos tarjetas se puede usar 3 para formar números de tres dígitos.
2. En lugar de formar el número mayor se puede formar el número menor
3. También se puede formar números de 3 dígitos, pero siguiendo alguna regla en específico, como por ejemplo, el que gana es el que tenga el número menor o mayor en la posición de las decenas, o unidades, o centenas.

Operación numéricas

Las operaciones numéricas son: suma, resta, multiplicación y división. Como parte de las operaciones numéricas nuestros niños necesitan desarrollar facilidad y rapidez en el cálculo mental ya que esto les va a ayudar a razonar y resolver problemas en cualquier situación relacionada con números. Para desarrollar rapidez solucionando operaciones numéricas los niños necesitan práctica. El juego *Guerra de Naipes* puede ser utilizado para fomentar la facilidad y rapidez en suma y multiplicación.



Información para Familias a Continuación

Juego: Guerra de Naipes

Materiales: barajas (sin las cartas A, J, Q, K)

¿Cómo jugar?: Repartir todas las barajas entre los jugadores, cada jugador debe de poner sus barajas boca a bajo. Todos los jugadores a la misma vez voltean 2 de sus cartas. El jugador que obtenga la suma más alta gana todos las barajas jugadas en esa ronda. Se continua el juego de la misma manera hasta que todas las barajas se hayan jugado. El jugador con el mayor número de barajas obtenidas es el ganador del juego.

Preguntas para hacer durante el juego:

¿Cuánto más/menos fue tu suma que la mía?

¿Qué cantidad tengo que añadir o restar a mi resultado para que sea igual al tuyo?

¿Por qué ganaste las cartas esta vez?

¿Por cuánto de diferencia?

¿Por qué perdí las cartas esta vez? ¿Por cuánto de diferencia?

Modificaciones:

1. En lugar de sumar las barajas, éstas se pueden multiplicar con el propósito de obtener el producto más alto.

En resumen, los juegos son un excelente instrumento para practicar aquellos conceptos matemáticos que los niños están aprendiendo en la escuela de una manera divertida.

Referencias

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**Are you interested in presenting at
TAFE 2016?**

Click on the link below to direct you to the call for proposal form.

Deadline for proposals is March 15, 2016



TABE Highlights

Dr. Joy Esquierdo Named RGV TABE Higher Honoree for 2016



This award is given every year to individuals who have positively impacted the field of bilingual education. Dr. Joy Esquierdo was honored with this award on January 16th, 2016.

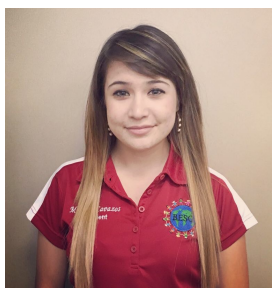
Dr. J. Joy Esquierdo is an Associate Professor in the Department of Bilingual and Literacy Studies at the University of Texas-Rio Grande Valley. She is currently the Director for the Center for Bilingual Studies. Dr. Esquierdo's academic interests center on bilingual/dual Language

education, gifted and talented education and the cognitive development of children, especially bilingual children.

Her research agenda includes topics that focus on the academic performance of bilingual-dual language students in various areas such as gifted education, content biliteracy development (English and Spanish), and overall best teaching practices for bilingual-dual language learners that focus on academic rigor.

She has co-authored two books: *Teaching Content to Latino Bilingual-Dual Language Learners: Maximizing Their Learning* and *A Practical Guide for Student Interns: Meeting the Needs of Latino Students and their Communities*. Her most important role is being a mother to two boys, Andrés Joaquín and Rolando Jesús.

TABE Board Welcomes New BESO Representative Michelle Cavazos



Hello, my name is Michelle Antonieta Arevalo-Cavazos. I was born in Mexico in the city of Reynosa, Tamaulipas. I came to the United States at a very young age. My native language is Spanish and I had the chance to learn English during my elementary school years.

Starting my freshman year in the Fall of 2014 at the University of Texas-Pan American, now known as the University of Texas-Rio Grande Valley, I looked for ways to be involved. I heard of the Bilingual Education Student Organization (BESO) in one of my orientations and immediately searched for information. Since I started college I have attended leadership conferences, honors meetings, community service events, and workshops. I was always very involved in BESO and became known as the youngest student to attend their events. Stephanie Munoz, the President at the time, saw my involvement and pushed me to run as Vice-President. I recently became the President of BESO in December 2015. My vision is to inspire my members to grow as potential leaders and advocates for bilingual education. I also had the privilege of becoming the new BESO Student Representative for the TABE Board. I hope to serve as great influence to all BESO members.

Remember, don't ever give up and accomplish your vision. We are the future!



TAFE Highlights

Stephanie Muñoz

I have the honor of writing the Highlight presenting Stephanie Muñoz, Past BESO Representative for TAFE. Ms. Muñoz is currently a pre-service teacher in her last semester at the University of Texas Rio Grande Valley. She served on the TAFE Board from June 2014 to January 2016 as the BESO

Representative. During her term she organized four engaging BESO Leadership Institutes (2 in the spring and 2 at the conference). The activities she facilitated during the institutes focused on developing leadership skills on advocacy for bilingual children and their families. She is involved in various university and community organizations that focus on advocacy and social justice for the local, state, and national Latino community. Some of her activities at the University of Texas Rio Grande Valley include BESO President, Public Relations Officer for the Golden Key International Honor Society, advocate and speaker for state funding for two university centers, the Center for Mexican-American Studies and the Center for Bilingual Studies, and many other noteworthy activities. Stephanie has developed *pláticas* on campus and off campus with the community focused on issues of bilingualism and biculturalism. Her researched on the effectiveness of *pláticas* in schools and communities led to developing a paper to be published in the Rio Bravo Journal. Additionally, she was a member of the planning committee that organized two North Dakota Study Group (NDSG) annual national conferences that center on progressive education for all children. These experiences, along with her passion for what she believes in, will help Stephanie further refine her leadership skills. I, personally, look forward to the positive impact Stephanie Muñoz will have on the community at all levels. Her accomplishments so far have already been so impressive!



-Dr. Joy Esquierdo

Journal of Bilingual Education Research & Instruction

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BESO TIP

How to Increase Your BESO Affiliate Membership Part III

You can increase membership for your BESO affiliate through:

1. University
2. Community
- 3. Social media**

For this BESO tip, our focus will be on increasing membership through social media. BESO officers and members can promote and publicize the organization through activities such as the following:

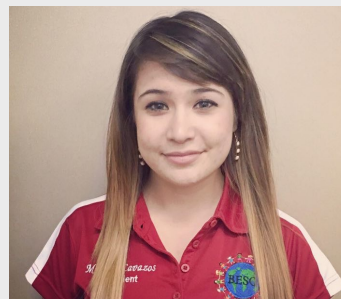
-Create a social media account. Almost everyone is Facebook, Twitter, Instagram, or any other source. Talk to your officers and members about creating an account and where it would be more convenient to reach people around your local community. Once you create your social media account, constantly update it. Post pictures of community service events, meetings and fundraiser reminders. If you constantly update your account and get people to visit your page, you begin to grow in the internet world.

-Create a website. You can use free website creators such as Weebly.com or Wix.com. You can use the website to post your constitution, membership forms, documents, and scholarships. Submit your mission statement: what is BESO's purpose. Administrators, teachers, businessmen, and university staff can get access to this website and know what you are representing. Provide a "Contact Me" dialogue box so visitors can contact you as this creates networking.

-Get a Text Notification app such as "Remind Me" to send texts to your members or interested people. Whenever you recruit,

provide interested students with a sign up sheet where they can write their name and number. Once you have their number you can add them to the group discussion where they will receive any BESO notification via text. Many are on their phones and some are too busy to check their e-mail. Therefore, a text notification app will help remind those who are too busy.

-Lastly, don't ever stop updating any of your social media accounts. If you stop updating, your organization will die down in social media and people will lose interest. Post motivational pictures, news, any multicultural event, tag businesses or people you have collaborated with to get people's attention. Record an officer or member announcing a special event and post it in social media in order for it to be shared. Use hashtags to create a trend. For example: #BESO, #bilingualadvocates, #somosbilingüe, #b3, etc. Social media is about being creative. Expand your BESO world to the internet community. Get members to share your posts so their family and friends can see what BESO is doing.



-Michelle Cavazos, TAFE BESO Student Representative

**To become a member of TAFE
fill out the TAFE Membership form, you can find it [HERE](#).
Please fax, email or mail in your membership form.**

**Fax: 210-979-6485
Email: tabe@tabe.org**



TABE EXECUTIVE BOARD 2015-2016



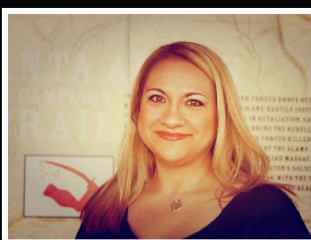
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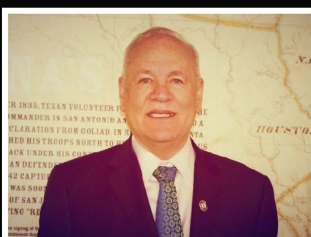
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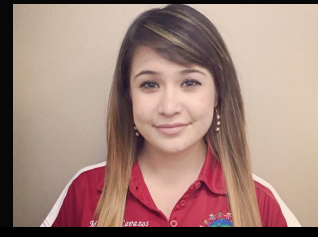
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Informational Piece

Why are demographics important?

Julia Lynch & Sandra Acosta, Ph.D.

Demographics are important tools for quantifying change, identifying trends, contextualizing problems and issues, as well as planning for the future. As educational practitioners, policymakers, and researchers, demographics make us better communicators. Precision and specificity are key. A demographic statistic is more powerful than a general statement. Using specific values helps us avoid vague terms such as many and most in our writing and presentations (Acosta, 2014).



The following 3 facts, drawn from the 2010 U.S. Census and 2013 Texas PEIMS data, present demographic trends of ELLs across the U.S.

1. *The percentage of ELL growth in the U.S. in the fiscal year 2009 – 2010 since 1994 - 1995 was 63.54%.*
2. *Students labeled “English language learners in the last year” were the group most likely to drop out (23.7%). Bilingual or English as a Second Language students followed, at 20.5%. Also worth mentioning is that the Immigrant students have the highest risk of dropping out (17.6%).*
3. *Immigration is increasing in non-traditional immigration states. New Hampshire experienced a 67% increase in their minority population over the past decade. Maine's minority population increased by 66%, and Utah's minority population by 64%. These sharp increases are due to immigration, and an inherent increase in their ELL populations. These states will need support from states and programs which have more experience educating the ELL population.*

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February 2016, from <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>



Texas Association for Bilingual Education

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**Save-the-Date
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